Chapter 1: Understanding EEExceptionalities in 21t

PSYCHOLOGY FOR EXCEPTIONAL CHILDREN

CHAPTER 1: Understanding Exceptionalities in the 21st Century

Why Label People?

- We use many labels, including disorder, impairment, disability, and handicap, to describe people who are different

Disorder

- Refers to a general abnormality in mental, physical, or psychological functioning
- problem in body functioning

Impairment

- a state of being diminished,weakened, or damaged especially
- not normal processing
- weakened or damaged ability

Disability

- kawalanng abilidad wether mmedica, social
- difficulty doing an activity (e.g, walking)

Handicap

- di makalad ex. wheelchair
- barrier created by the environment

Exceptional

- person who differs significantly from typical indivduals (higher or lower)

Exceptional Children

- Gifted Children
    - ex. High IQ
- Physically challenged
    - Handicapped children
- Socially challenged
    - ex. orphan, transgender, street beggar children
- intelectually/ emotionally challneged
    - ex. schizophrenia
    - Histeria

Exceptional can mean challenges or extraordinary abilities

Three Approaches to understanding Human Differences

Development Approach

- establish the definition of typical development or what is often described as “normal”
- accoring to the ***developmental approach***
- Early Developmental Milestones

Cultural Approach

- Suggest that differences can be explained to a large extent by examining the values inherent within a society. People are considered “different” when they do something different from what is valued by the culture
    - EX. Intelligence relates much more on how skillful someone is.

Self- Labeling

- how we perceive ourselves: self-imposed
    - how we label ourselves/ from the society

EFFECTS OF BEING LABELED

- Reactions to label differ greatly fromone person to another but can often be negative
    - nagiging negative kapag were using label in a wrong way

Separating the Person and the Label

- Once label has been affixed to an individual, the two may become

inseparable. Using "*person-first*" language can help alleviate this stigma .

- **x** - Autistic Child, Dyslexic child, Disabled Child
- */* - Child with Autism, Student with Dyslexia, Child with physical disability
- **Person first** - condition second
    - The second first principle emphasizes that the child is a person firs, not defined by the condition.

Contextual Bias

- The context in which we view someone can clearly influence our perceptions of that person.
- *Rose,swearer and espelage* (2012) found that children taught in segregated settings are more often targets of bullying than those in inclusive settings.

1-3 CHANGING SOCIETAL VIEWS ON PEOPLE WITH DISABILITIES (slide 1-2)

- Throughout history, people perceived as different have been vulnerable to such practices as infanticide, slavery, physical abuse, and abandonment.
- The twentieth century is marked by contradictions in formal and natural support.

FROM DISCRIMINATION TO INCLUSION

17TH CENTURY- Enforcement of 17th century blue laws that prohibited "mental and moral defective" from marrying sterilization

1990 - passage of the American with Disabilities Act (ADA)

4th Century B.C- Aristotle declared a stark statement

1964 - Association for children with learning disabilities was founded

Present - The right of people with diabilities have come full circle from the early history of genocide, to an era of rights and family support

Advocating for Change

- Parental involvement and advocacy
- Civil Rights Movement
- Federal and Court Roles

THE AMERICAN WITH DISABILITIES ACT (ADA)

- ***Vocational Rehabilitation Act*** amendment prohibited discrimination against persons with disabilities in federally assisted programs and activities
- ***Section 504***: "No otherwise qualified person with a disability…shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any entity/institution that receives federal financial assistance"

1. Having a physical or mental impairment that substantially limits one or major life activity,
2. Has a record of such an impairment, or
3. Is regarded as having such an impairment

- The intent of ADA is to create a "fair and level playing field" for all eligible persons with disabilities
    - To do so, the law specifies that reasonable accommodations need to be made that take into

account each person's need resulting from his or her disabilities

MAJOR PROVISIONS OF THE ADA

- Employment
- Transportation
- Public accommodations
- Government
- Telecommunications

THE ROLE OF PROFESSIONALS IN THE LIVES OF PEOPLE WITH DISABILITIES

- The Medical Model has two dimension
- Pathology: defined as alterations in an organism caused by disease, resulting in a state of ill health that interferes with or destroys the integrity of the organism.
-

THE ROLE OF PSYCHOLOGIST

- Psychologist is the science ofbehavior
- Abnormal behavior ranges from deviant to eccentric, to neurotic disorder to psychotic disorder
- Psychologists provide therapy treatments to many individuals with disabilities

ROLE OF SOCIAL SERVICES PROFESSIONALS

1. Normal behavior must meet societal, cultural, or group expectations. Difference is defined as a violation of social norms.
2. Social differences are not necessarily illnesses as defined by the medical model. Failure to conform to societal norms does not imply that the individual has pathological or biological deficits.
3. Each culture determines the range of behaviors that are defined as normal or deviant and then enforces these norms. Those people with the greatest power within the culture can impose their criteria for normalcy on those who are less powerful.
4. Social differences may be caused by the interaction of several factors, including genetic makeup and individual experiences within the social environment.

LOOKING TOWARD A BRIGHT FUTURE

- Community-based support
- Development of natural communities of support
- Formal supports being delivered in the context of community access and participation

ROLE OF HEALTHCARE, PSYCHOLOGY, AND SOCIAL SERVICES PROFESSIONALS

Healthcare Professionals

- Assessment, management, rehabilitation (PT), and coordination of core

Psychology Professionals

- Adaptations, coping, mental health support, behavioral.

CHAPTER 2: EDUCATION FOR ALL

EDUCATION FOR ALL

A Changing Era in the Lives of Students with Disabilities

- In the past, student disabilities were
    - Excluded
    - Instutionalized
    - Denied schooling
- Today, many antions are acknowledging the importance of education for these children
- Shift from:
    - Segretation -> Inclusion
    - The view that children with disabilities should be excluded from school is being replaced with the call t provide an educational opportunity for every child. an example of this worldwide call for inclusive
- The 1994 Salamanca statement, adopted by 92 government in spain, established the international standard for IInclusive education, proclaiming that all children should learn together in regular schools, regardless of difference or disabilities the salamana statements affirms to;
- …

EDUCATIONAL SERVICES FOR STUDENTS WITH DISABILITIES

- Early Special Education Program
- Education as a Privilege but not a Right
- Expanding Role of the federal

Education as a Privilege but not a Right

- most states alloed specual education but did not require it
- in the 1930s, schools started services for children with mild emotional problems, while those with severe problems were often sent to mental hospitals
- Special classes, for children with physical disabilities also increased, and by the ***1950s***, many attended separate schools with special facilities (ramps, elevators, modified desks")
- In the ***1940s***, parents and educators ***began questioning*** separate educations and suggested that students with disabilities should learn with non disabled peers
- by the ***1950s-1960s***, research le to mainstreaming where students with disabilities could study in regular classes most of the time and ***receive special support when needed***

John F. Kennedy and the Expanding Role off National Government

- The 1960s brought major improvement in educaion for students with disabilities
- John f. keneddy helped exapnd the role of the US governement by giving financial support universities to trainspcial education teachers
- The ***Bureau of Education for the Handicapped*** (BEH) was also created to povide information support at the national level
- Because of these hances, many new programss were funded across the country to support students with disabilities in public schools.

THE RIGHT TO EDUCATION

- The right to educationfor children with disabilities dveloped alongside the civil rights movement in the 1950s and 1960s, which fought against dscrimination in jobs, hoousing, ublic serices and educations

- in 1954, the Brown V. Board of Education decision by the supreme cort of the united states declared that education is a right and must be available to everyone equally. The rulinf ended racial segretation in schools and later helped support the idea of inclusive education for students with disabilitie
- However, it took about 20 more years before courts strongly addressed the right of students with disabilties to a free and appropriate public education
- teh 1970s then became a major turning point with manyy support cases and laws supporting the educational rights of student with disabilities

THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

- In 1975, the US congress passed the Education for All Handicapped Children Act whcih guarannteed free appropriate public education for about 4 million students witth disabilities (age 6-21) the law reuired
- an individualized Education Program (IEP)
- Protection of students and parents rigghts
- fair assessments
- …

INDIVUALS WITH DISABILITIES EDUCATION ACT

- Zero- exclusion principle: no person can be rejected from special education or related services regardless of the nature or extent of the disability

WHAT ARE SPECIAL EDUCATION AND RELATED SERVICES

- ***Special Education -*** specially designed instruction provided at no cost to parents in all educational settings
- ***Related Services -*** demonstrated need for specialized instruction ad related services receive and appropriate educations
- Two Criteria must be met:
    a. Identified as having one of the disability conditions identified in law
    b. Demonstrated need for specialized instruction and related services to receive an appropriate educations.

Major Provisions of IDEA

The five major provisions of IDEA are:

1. 1All students with disabilities are entitled to a free and appropriate public education designed to meet their unique needs and prepare them for employment and independent living.
2. Schools must use nondiscriminatory and multidisciplinary assessments in determining a student's educational needs.
3. Parents have the right to be involved in decisions regarding their son's or daughter's special education program.
4. Every student must have an individualized education program (IEP).
5. Every student has the right to receive an education with nondisabled peers to the maximum extent appropriate.

A Free and Appropriate Public Education (FAPE) IDEA

- is based on the value that every student can learn. As such, all students with disabilities are entitled to free and appropriate public education (FAPE) designed to meet their unique needs.
- Schools must provide special education and related services at no cost to parents.
- Nondiscriminatory and Multidisciplinary Assessment IDEA incorporated several provisions related to the use of nondiscriminatory testing procedures in labeling and placing students for special education services. Among those provisions are the following:]

Nondiscriminatory and Multidisciplinary

- The testing of students in their native or primary language, whenever possible
- The use of evaluation procedures selected and administered to prevent cultural or racial discrimination
- Validation of assessment tools for the purpose for which they are being used
- Assessment by a team of school professionals, using several pieces of information to formulate a placement decision

PARENTAL SAFEGUARS AND INVOLVEMENTS

- Give written consent before initial assessment
- Give written consent for educations settings in which the child will receive special educations and related services
- request and independent educational settings if the parent believes the school's assessment is inappropriate
- To request an educational assessment at public expense if the parent disagrees with the school's assessment and recommendations
- To participate on the committee that considers the assessment of, placement of, and programming for the child
- To inspect and review educational records and challenge information believed to be inaccurate, misleading, or in violation of the privacy or other rights of the child
- To request a copy of information from the child's educational record
- To request a due process hearing concerning the school's proposal or refusal to initiate or change the identification, educational assessment, or placement of the child or the provision of a free and appropriate public education

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

- **Individualized education program (IEP)** - written framework for delivering a free and appropriate education to every eligible child with a disability

LEAST RESTRICTIVE ENVIRONMENT

- **Least restrictive environment (LRE):** Students with disabilities are to be educated with their peers without disabilities to the maximum extent appropriate
- School must develop a continuum of placements

REFERRAL, ASSESSMENT, PLANNING, AND PLACEMENT PROCESS

- Phase 1: Initiating the referral
  - Concern is indicated by parents or school
  - child study team investigates coordinated early intervention services
  - if team determines intervening services
  - if team determined intervening services are not satisfactory, formal written referall begins
  - Schools seeks and receive parents written concent ttoo evaluate eligibility
- Phase 2: Assessing Student
  - Use multidsciplininaryy/nondiscriminatoryy assessment to evaluate eligibility
  - Team review assessment information to :
  - 1. determine eligibility based pn disabilit classifications
  - identify special education services
- Phase 3:
  - IEP TEAM:
    - Students present performance levels
    - measure annual goal s
    - skills areas neeeding special education
    - students access to general education
    - student participation in assessment programs
    - beginning/ ending dates for services
  - process to report stuent progress to parents
- Phase 4:
  - Determined LRE based on two factors:
  - 1. gat s the appropriate placement basedon students annual goals
    - which placement alternative allows student to be educated with peers who aere not disabled to the maximum extent appropriate
    - Document LRE in iep
    - Parents provide written consent form in LRE

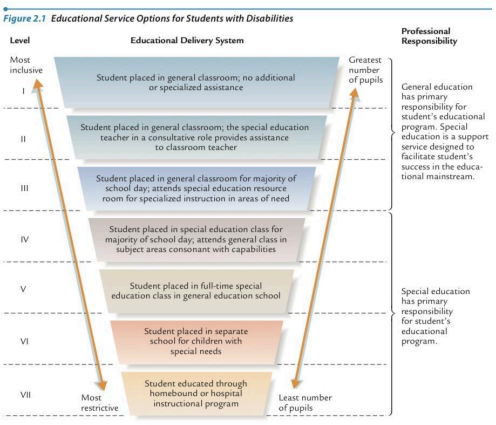


Figure 2.1 Educational Service Options for Students with Disabilities
Level
Educational Delivery System
Professional Responsibility
Most inclusive
Greatest number of pupils
I
Student placed in general classroom; no additional or specialized assistance
II
Student placed in general classroom; the special education teacher in a consultative role provides assistance to classroom teacher
III
Student placed in general classroom for majority of school day; attends special education resource room for specialized instruction in areas of need
IV
Student placed in special education class for majority of school day; attends general class in subject areas consonant with capabilities
V
Student placed in full-time special education class in general education school
VI
Student placed in separate school for children with special needs
VII
Student educated through homebound or hospital instructional program
Most restrictive
Least number of pupils
General education has primary responsibility for student's educational program. Special education is a support service designed to facilitate student's success in the educational mainstream.
Special education has primary responsibility for student's educational program.

EDUCATING STUDENTS WITH DISABILITIES IN 21ST CENTURY

- A standard-based approach to improving students achievement under **NO Child Left Behind Act (NCLB)**
    - 1. Focus on student achievements as primary measure of school success
    - 2. Emphasis on challenging academic standards
    - 3. Standards apply to all students

SECTION 504/ADA AND REASONABLE ACCOMMODATIONS

- 504/ADA applies to students who are not educationally limited (ineligible for special education) and protect against discrimination
- Entitled to 501/ADA plan to ensure access to an education comparable to students who do not have disabilities

LOOKING TOWARD THE BRIGHT FUTURE

- Every child has the opportunity to learn
- Improve the results for all students
- General and special educators have the knowledge and skills to work collaboratively

CHAPTER 3: INCLUSION AND MULTIDISCIPLINARY

CHAPTER 3: INCLUSION AND MULTISICIPLINARY COLLABORATION IN THE EARLY CHILDHOOD AND ELEMENTARY SCHOOL YEARS

Inclusive education terms

- ***Mainstreaming***: placement of students in general classrooms
- ***Inclusive education****:* appropriate supports provided in general education settings
- ***Full Inclusion****:* all instruction in general education settings
- ***Partial Inclusion*****:** some instruction provided in general education settings

Full Inclusion

- the student with a disability spend all or almost all of their school day in the general education classroom ith peers who do not have disabilities
- Support is provided within the classroom through aides, co-teachers, or accommodations

Example

- A 7-yrs old with

Partial Inclusion

- The student spends some f the day in the general classrooms and some in a special education classroom for intensive support

example

CHARACTERISTICS OF EVIDENCE BASED IN INCLUSIVE SCHOOLS

- Diversity, Acceptance, Belonging
- an effective inclusive school promotes acceptance and belonging within a diverse culture

Formal and Natural Supports

- within an effective inclusive school, students must have access to both
  - *Formal support:* (provided by the school system)
  - *Natural support:* provided by family, friends, and classmates

Formal support

- planned, structured and provided by school staff or professionals
- usually comes from trained personnel and may involve specfic. interventions of therapy

Example

- a student with a speech failure meets a speech therapist twice a week

Natural Support

- Everyday, informal support that happens in the child's normal environment
- often comes from peers, family, or teacher without a formal program

example:

- a classmates helps a stuent with autism follow classrooms routine or join a group activity
- A parent encourages a child to practice writing letters

Age- Appropriate Classrooms in Neighborhood schools

- *Access to general curriculum*
  - Critical provision of IDEA 12004
  - RRequires use of effective teaching strategies, such as multitiered system of support (MTSS) and response to interventions (Rtl)
- *School-wide instructional support*
  - uses general and special education resources before all students

Tier 1

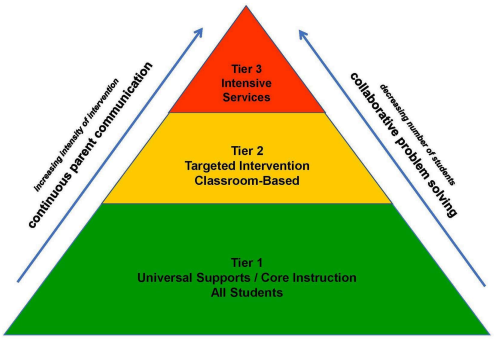
- Universal Supports/ core instructions all students

Tier 2

- Targeted intervention classroom based

Tier 3

- Intensive Services



MULTIDISCIPLINARY COLLABORATION

- professional, parents, and students work together to deliver an effective educational program designed to meet individual needs

Effective Collaboration Characteristics

- Parents are valued partners
- Team members share the responsibility
- School has support network like ***multi-disciplinary school-wide assistance teams***
- Professionals and parents work together as a team
- Team members promote peer support and cooperative learning.

3-4 EARLY CHILDHOOD YEARS

- ***Early Interventions***: services and supports in an environment that is free of traditional categorical label should be provided as easily as possible to students who are at risk
- Early intervention can abate the overall impact of disabilities as well as counteract the negative effects of delayed interventions

IMPORTANCE OF EARLY INTERVENTION

- Early intervention is important for young children and fmilies
- PL 99-457 requires states to ensure FAPE for eligible children 3-5 yrs old
- Individual Family Service Plan(ISFP)
    - Serves plan to ensures under IDEA part C; broadens IEP focus to include all family members

EVIDENCE B BASED INSTRUCTIONAL APPROACHES

Service delivery

- -intensive care specialist
- Developmentally supportive ae
- individualized, intensive and comprehensive services.
-

Preschool Services

- Referral programs
    - Childfind system: identify preschoolers arisk
- Multidisciplinary Assessment
- Developing an IEP for preschool-age children
    - An IEP must be developed for each eligible child using specialists from a variey of disciplines
    - Functional assessment is used to determine skills, setting characteristics and family needs and desires
    - Skill development may focus on communication, social/emotional learning, physical well-being, self-car, coping,

- Developmentally appropriate practice (DAP)
    - teaching methods adjusted to the child's development (instruction)
- Age-appropriate placements
    - same age classroom (environment)
- Teaching functional life skills
- Transitioning from preschool to elementary schools

MEETING STUDENT NEEDS THROUGH GENERAL/SPECIAL ED PARTNERSHIP

- ***Special Education Teacher Roles*** (4CS)
    - Collabborator
    - Consultator
    - Coordinator
    - Co-teacher
- ***Specific Roles for General*** Educators
    - Identifying/referring students in need of support
    - Understanding student strengths/limitations
    - Implementing appropriate education programs
    - Communicating

EVIDENCE BASED PRACTICES IN INCLUSIVE ELEMENTARY SCHOOLS

- Individualization
- Intensive Instruction
- “Education for all” approach to teaching/learning
- Multi-tiered system of support of (Rtl)
    - Universal design for learning/ adapted instruction
        - Differentiated instruction
        - Assistive technology
        - Curriculum-based assessments/measurements

LOOKING TOWARD A BRIGHT FUTURE

- Use best practices o increase student and learning and achievement
- Prepare quality professionals to meet the needs of all students
- Essentials for general and special education